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ABSTRACT

Title I of the Elementary and Secondary Education Act, passed in 1965 to improve the educational opportunities of educationally deprived children, is the largest Federal aid to education program. One of the things they hoped for was the involvement of parents and other citizens in Title I projects. This manual was written as a guide for local and State officials charged with implementing the provisions of Title I. It describes the rationale behind the parental involvement requirements, the history of parental involvement in Title I, and the logistics of starting a parent council. The manual was not designed primarily as a guide for parent council members, although they may find information it contains helpful in examining their own functions and it is suggested that they should be provided with copies. Nor is the manual intended to reflect parental involvement in the special components of Title I--the migrant education program and the program for the neglected or delinquent. (Author)

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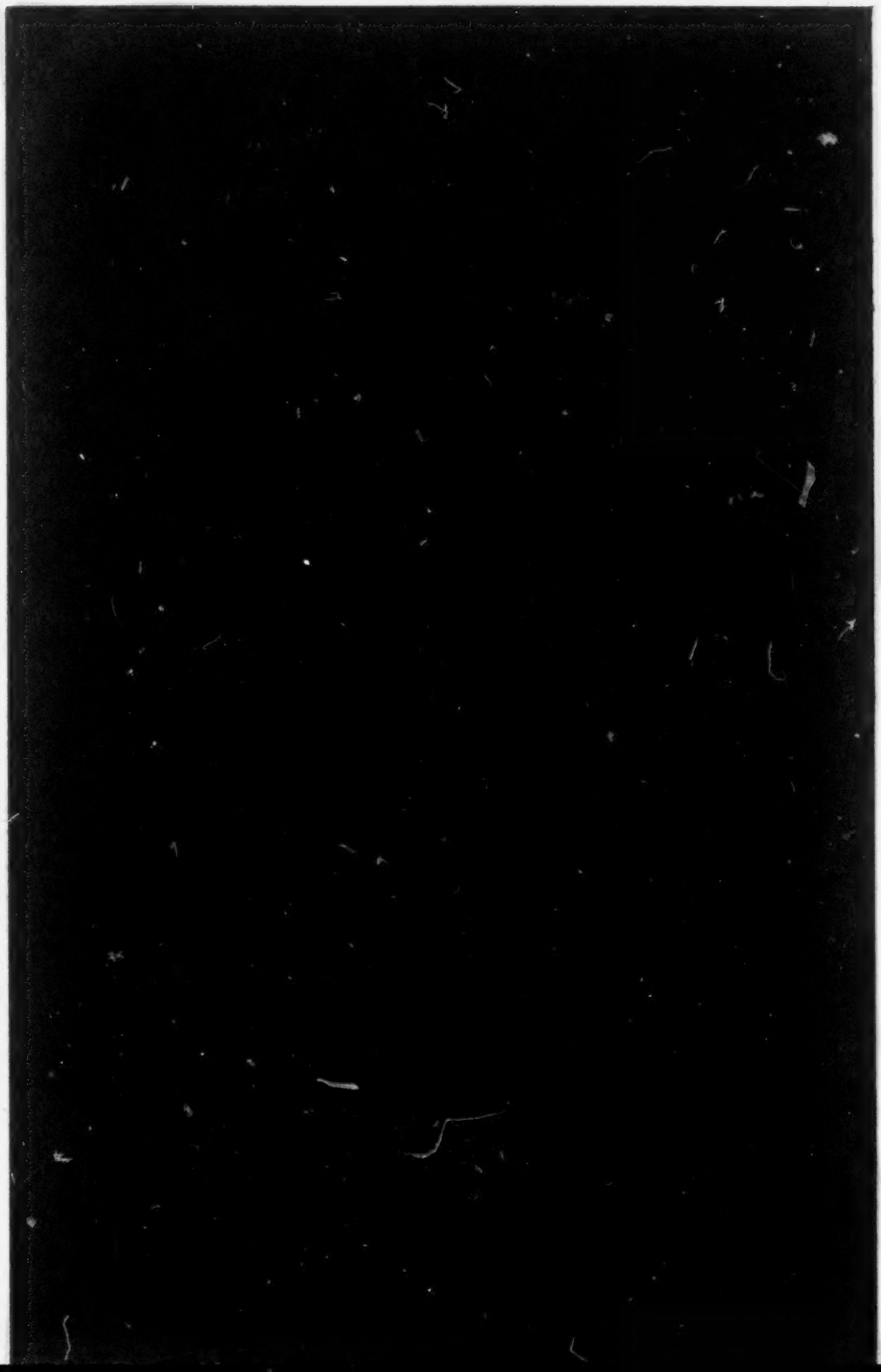

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PARENTAL INVOLVEMENT IN TITLE I ESEA

WHY? WHAT? HOW?

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PREFACE

Title I of the Elementary and Secondary Education Act, passed in 1965 to improve the educational opportunities of educationally deprived children, is the largest Federal aid to education program. With an annual appropriation in excess of $1.5 billion, it has drawn the attention of hundreds of concerned citizens—educators, parents, and other community members. One of the things they hoped for was the involvement of parents and other citizens in title I projects. Educators had research findings pointing to the positive effect of parental involvement on students' academic achievement. Parents wanted a say-so in their children's education. Community members wanted to help.

Soon after title I was implemented, Federal officials strongly urged local school officials to involve parents and other community members in the projects. Not until 1970, however, did such involvement become a legal mandate. Public Law 91-230 gave the U.S. Commissioner of Education the power to require local education agencies (LEA's) to involve parents in any federally financed program where he thought it would be beneficial. That decision was soon made for title I, and Federal administrators issued regulations requiring local school districts to establish parent councils.

This manual was written as a guide for local and State officials charged with implementing the provisions of title I. It describes the rationale behind the parental involvement requirements, the history of parental involvement in title I, and the logistics of starting a parent council.

The manual is not designed primarily as a guide for parent council members, although they may find the information it contains helpful in examining their own functions and should be provided with copies. Nor is the manual intended to reflect parental involvement in the special components of title I—the migrant education program and the program for children living in institutions for the neglected or delinquent.

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WHY?

The sudden thrust toward involvement of parents in all aspects of school operations has met with varying degrees of support. Whatever the attitude of school officials who are faced with the implementation of parental involvement, the question is why, or at least, why now?

Parents as Partners

All educators are well aware of the ivory-tower stereotype that has sometimes characterized their profession. In the minds of many citizens, schools have traditionally been a hands-off domain. The public trusted the professional teachers; the teachers, in turn, felt competent and secure in their positions.

Until the 1950's. Suddenly there was a rash of publicity about how far American schools were behind those of other nations. Even more frightening were some of the statistics which indicated that many children simply weren't learning.

As researchers attempted to determine why children were—or were not—learning, they hit upon a number of variables: poor preparation for school, lack of motivation, irrelevancy, high teacher-pupil ratios, and so forth. There was no single reason, or single answer.

But the researchers also discovered some positive indicators of academic achievement, some things that seemed to contribute to success in school. Among these was parental involvement.

The partnership that should exist between home and school can have many facets—and many benefits. Traditionally such groups as Parent-Teacher Associations and Home and School Associations offered support, both financial and moral, to individual schools. Today many parents are beginning to take a more active role in the school system. Some are employed as officeworkers or teacher aides. Others volunteer their services, to help in the classroom, correct papers, or supervise lunchroom or playground activities. Such help lowers the pupil-teacher ratio, thus providing for more individualized attention, and also frees teachers for better planning. Some parents take the cause of the schools to the public forum, campaigning for a seat on the local school board or urging support of a bond referendum.

Whatever type of parental involvement exists, the end result should be furthering the educational opportunities and achievement of the children. This is possible because parents have such an indepth and long-term knowledge of their children—their strengths and weaknesses, their needs, and their problems. The exchange of such information with trained professionals can help educators in planning a better, more relevant, school program.

There is a subsidiary asset of parental involvement, one which deals with the age-old problem of motivation. As children see their own parents more involved in school affairs, they will be encouraged to take a more active interest in school. They will have less opportunity for playing home against school and vice versa.

Parents as Taxpayers

In his first public address (December 1970) after taking office as U.S. Commissioner of Education, Sidney P. Marland, Jr., said his first priority was going to be to restore public confidence in public education. He pointed out the increasing frequency with which local taxpayers were rejecting bond issues for school expenses. Too many people were disenchanted with the public school system. Parental involvement, along with more equitable school financing and other innovations, can alleviate this disenchantment.

Parental involvement offers the school administrator a number of ways for improving public confidence. First, it gives parents an opportunity to see firsthand the real problems school officials face. The more knowledgeable they are about the problems and needs of the schools, the more likely they are to support funding to meet those needs. Real involvement also means including parents in decisionmaking. Parents and other community members, as taxpayers, have a duty to hold the schools accountable. They have a right to see that funds for education are well spent. However, as they become involved in decisionmaking, they must also be willing to accept a share of the responsibility for the success or failure of school programs. There should be a positive partnership between school and home; such a partnership would be a first step toward increasing public confidence in public education.

Parents as Community Members

Parents with school-age children do not comprise the majority of a community. There are hundreds and thousands of other citizens who are less directly involved with the school system. They pay taxes. They have neighbors attending schools. They may hire a high school student or graduate. They may live across the street from a school. Whatever the case, most citizens have some contacts with the schools—if only from reading about them in the newspapers.

The reaction of these community members may be positive or negative, depending upon their experiences. Parents involved with the schools can do much to reinforce positive impressions or correct negative attitudes. They are part of the community and, as such, know the attitudes of their neighbors. They can be an invaluable asset in school-community relationships.

WHAT?

The involvement of private citizens in all aspects of government is nothing new; in fact, it is the very cornerstone of the democratic system. The necessity of community involvement in federally financed education programs was recognized by Federal administrators and, a little more than a year after the passage of the Elementary and Secondary Education Act, title I was amended (by Public Law 89-750) to require local education officials to coordinate the development and operation of title I projects with community action groups funded under title II of the Economic Opportunity Act of 1964. Such groups often included the parents of title I children.

Although the clause requiring coordination with community action groups was eventually deleted from the law, parental involvement was still encouraged and became a legal requirement of title I in 1970.

Office of Education Requirements for Parental Involvement

The Revised Criteria for Title I, also known as Program Guide No. 44 (March 18, 1968), contains a number of provisions specifically calling for the involvement of parents in title I projects.

Criterion 2.1 says, "The priority needs of educationally deprived children in the eligible attendance areas (target populations) were determined in consultation with teachers, parents. . . ." The discussion following the criterion notes that the involvement of parents and other interested parties in such discussions will give program planners an additional insight into the needs of the target population. It also indicates that parents and other community members will be more likely to support a program they understand and have had a say in developing.

Criterion 3.1 discusses title I as part of a comprehensive compensatory education program involving a number of resources. Although the criterion does not specifically mention parents, the discussion following it makes clear that parents and other interested parties cited in criterion 2.1 should be involved in the analysis of the resources available to meet the needs of the target population.

Criterion 5.1 calls for an appropriate staffing pattern in title I projects. The explanation indicates that parents and other community members with special skills should be among those interviewed for staff positions.

Perhaps the most far-reaching criterion is 5.4, which states: "The title I program includes appropriate activities or services in which parents will be involved."

Criterion 5.8 reviews the dissemination requirements of title I. The discussion following points out the necessity of developing "information dissemination programs to include the involvement of the community and parents of children served by the project."

Program Guide No. 46, issued July 2, 1968, summarized some of the criteria dealing with parental involvement and recommended the establishment of local advisory councils. Not until the passage of Public Law 91-230 and the publication of subsequent regulations on October 14, 1971, did such a structure become mandatory, in the form of parent councils.

While the new regulations dealing with parent councils do not eliminate the criteria in Program Guide No. 44, they go a step further by requiring a more formal involvement of parents in title I projects.

Section 415 of the General Education Provisions Act (Public Law 91-230) is a general provision empowering the Commissioner of Education to issue regulations encouraging parental participation at the State or local level if he decides such involvement would "increase the effectiveness" of a program. State and local education agencies received advance notice of such a determination for title I early in 1971. On October 14, 1971, final regulations mandating districtwide parent councils were published in the *Federal Register*. The councils must include "more than a simple majority of parents."

The new regulations clearly state that if payments are to be made to local education agencies under title I, parents must be involved in the planning, development, operation, and evaluation of title I projects. Most of the provisions deal with the districtwide council, although the Office of Education has also recommended that councils be established in each school.

For instance, parents must have an opportunity to present their views on title I applications to appropriate school officials. Arrangements must be made to process complaints and suggestions from council members and other parents. The LEA must provide council members with pertinent information, to be discussed in the next chapter.

However, in one case, the regulations contain a provision dealing with individual project areas. It requires the LEA to inform and consult with parents in each area about the services their children receive and the ways in which parents can assist the children in receiving all the benefits of such services.

State Requirements for Parental Involvement

The Federal regulations on parental involvement are minimum requirements. State education agencies (SEA's) may add additional requirements to insure effective participation. For instance, Massachusetts requires all parent council members to be elected. Other States require that all council members be parents. Some States prohibit staff personnel from being voting members of a council, although they may attend meetings as observers or support elements. A few States have established statewide advisory councils.

Under title I regulations, the SEA may approve only those applications which show evidence of significant parental involvement. The SEA should establish criteria which LEA's must meet in this regard, inform the LEA's of the criteria, and monitor local parental involvement activities to be sure the criteria are met.

Goals of Parental Involvement

In general, any form of parental involvement should be an effort to enhance the educational opportunities of children in a title I project. More specifically, some of the goals of parental involvement are to:

1. Involve the parents and school personnel in a cooperative and sustained system of activities which will increase the educational opportunities of the children both in school and at home.
2. Improve school-home relationships by enabling parents and school personnel to:
   a. Define their relationship to each other
   b. Define their roles as they pertain to the children in the project
   c. Identify family needs and resources, including those of the community, as well as school needs and resources.
3. Provide teachers and administrators with opinions and viewpoints that will lead to a better analysis of the needs of the target population and more relevant program planning.
4. Sustain parental interest through a program of training and consultative services.

5. Develop the skills needed by school personnel to function effectively in a working relationship with parents and other community members.

Local situations may require a refinement or clarification of these goals. The goals should be as realistic as possible, given the requirements, problems, and resources of the local school system.

Whatever goals are defined, their achievement is impossible without a wholehearted commitment to the concept of parental involvement. A "paper" or "figurehead" council will accomplish nothing; in fact, it may increase the public's distrust of the school system. An effective partnership between home and school should result in a more relevant school program, greater community support for the schools, and a more comfortable relationship between teachers and parents, school officials, and the community.

Types of Parental Involvement

The previous chapter indicated some of the ways in which parents have been involved with the schools—PTA's, volunteer work, teacher aides. Such participation is usually informal and, except in the case of such quasi-official groups as the PTA, limited to small numbers of parents.

While all parental involvement efforts are important, informal arrangements, largely because they have no advisory or decisionmaking powers built in, often have uncertain impact. It was with this understanding that title I required parent councils, a structured, organized means of involving parents in all facets—from the planning to the evaluation—of programs that affect their children. The councils were envisioned as a means of involving more parents more effectively in the title I program.

HOW?

Educators often feel that parental involvement is an easy thing to accomplish. It is not, at least in any meaningful sense where parents have an advisory and decisionmaking role.

A study of school-community programs[1] revealed a number of common misconceptions among teachers and school officials. Several are particularly applicable in studying parent councils.

1. Schools in depressed areas can get parents to cooperate by copying some of the practices used in more affluent communities. (Actually, every situation demands a different response appropriate to the needs of the target population.)
2. Exposing classroom teachers to home and community conditions will "sensitize" them to the difficulties parents face in relating to the schools. (Such contact may sometimes reinforce the stereotyped impressions teachers have. It depends on the individual.)

[1]Gene C. Fusco, *Improving Your School-Community Relations Program*, Prentice-Hall, Inc., 1967.

3. Culturally deprived parents are unwilling and unable to support and reinforce school efforts for their children. (If school officials expect parents to be noncooperative, their impression will convey itself to parents and *cause* a negative attitude.)
4. Parents in economically depressed areas will not take part in groups organized to improve school and community conditions. (Efforts made in this area have too often been inadequate. If they are to participate actively, parents must be involved in the planning of such activities.)

The extent to which such misconceptions are held is largely dependent on the local situation. However, where there is a mutual distrust between school officials and parents or other community members, a certain amount of advance preparation is necessary before a parent council can be organized successfully.

Preparing for Parental Involvement

Preparing for parents' involvement is essentially organizing activities designed to improve the school-home relationship, to make teachers and school officials understand the value of involving parents, and to dissipate the distrust and ill-at-ease feeling parents may have toward the school system.

The best way to accomplish this is to expose teachers and administrators to parents and other community members in situations where all are on equal footing, and there is a real opportunity for discussion. Such an exchange is possible through an extended conference or a series of meetings. Agenda should include: Examination of the literature indicating the positive effects of parental and community involvement on student achievement; a discussion of parental and teacher concerns for the students; speeches on the legal responsibilities of school officials and parents in providing for the education of their children; a discussion on the role of compensatory education within the school system; presentation of examples of parental involvement; and actual classroom demonstrations involving community volunteers.

In Spokane, Wash., a Parents Enrich Program (PEP) was organized in 1969 under a title I grant.[2] The program brought teachers, parents, administrators, and students together for a 3-week conference designed to improve school-home relationships. Followup reports continued throughout the year.

Other local education agencies have organized less extensive workshops and conferences. Some are limited to a series of speeches at PTA meetings; others have a retreat atmosphere where teachers and parents meet on neutral ground, away from the school environment.

Effective parental or community involvement is impossible without the cooperation of teachers and administrators. They have the legal responsibility for educating children in the public school system. While many communities are well past the stage where a majority of educators fear such participation, others are not, and, for them, advance conferences and workshops are essential.

[2]The program is described in greater detail in *Meeting Parents Halfway: A Guide for Schools,* U.S. Office of Education, OE–20164, 1970. DHEW Publication No. (OE) 71-720.

Duties of a Parent Council

Title I regulations say the parent council must be involved in the planning, development, operation, and evaluation of local title I projects. The extent of such involvement is not described in detail, although the guidelines do note several functions for the parent council. Some are to:

1. Make recommendations concerning the needs of the target population and how these needs can be met through title I and other programs.
2. Submit comments, if desired, to local school personnel and the SEA about the local title I application.
3. Review evaluations of past and present title I programs.

Beyond these duties, the specific functions of the parent council must be decided jointly by the members themselves and the LEA. Most of the functions should be directly related to the planning, operation, and evaluation of the title I program. For instance, the parent councils for the Phoenix, Ariz., area office of the Bureau of Indian Affairs participate in the hiring of title I staff members for their locales.

While the parent council itself is an advisory body, its advice should be considered in LEA decisions affecting title I, and its members can take more positive and direct action, particularly in the operation of title I projects. Council members can volunteer their services—and encourage other parents to do the same—as aides, playground and lunchroom supervisors, or clerical assistants. Council members should visit as many title I projects as possible to get firsthand view of the activities and talk to both student and teacher participants.

One of the primary functions of the council should be stimulating community rapport. In addition to providing liaison between other parents and citizens and the title I staff, it should promote better school-home relationships. The council should invite community members to participate in its proceedings and make suggestions for future action. It should publicize school activities, particularly projects which have been successful and those for which community support is essential.

As parents, council members can better understand the information and help other parents may need. For instance, the Portsmouth, N.H., school district, at the request of parents, developed a guide for parents interested in working with their children at home. To use the guide independently, parents had to receive instruction from a teacher and demonstrate that they understood the guide. In Albuquerque, N. Mex., the LEA hired parents to administer a simple Language Dominance Test. Evaluators trained the testers who then went into homes in the target area to record what language was spoken, and how much. The testing atmosphere was informal, and evaluators agreed that parents and children alike felt more comfortable with other parents, who know Spanish, asking the questions.

The power of a parent council is largely dependent on the duties it is willing to assume. The more involved council members become, the more positive effect they can have on the community and the schools.

Duties of the LEA in Regard to Parent Councils

Title I regulations make it clear that local education agencies have an obligation to support and sustain their parent councils for title I purposes. In general, this means an LEA must actively include parent council members in the planning, operation, and evaluation of title I projects, provide the council with the information it needs to function effectively, and develop a procedure for handling the complaints of parents.

More specifically, local school officials must give the council an opportunity to:

1. Consider the information available concerning the special educational needs of the target population and the programs available to meet those needs.
2. Make recommendations concerning such needs and how they should be met.
3. Review evaluations of old title I projects and performance criteria to be used in future evaluations.
4. Present the views of any parents on title I applications to appropriate school officials and have such views forwarded to the State education agency with the application.

In addition, the LEA must make arrangements to keep parents, not just council members, in *each* project area aware of the services available to their children. In Los Angeles, the school system's public information office issues regular press releases on title I projects, the activities of the parent committee, and reports of each committee meeting.

One of the most important duties the LEA has on behalf of the parent councils is providing members with information. At a minimum, each council member must receive free of charge:

1. Title I legislation
2. Federal regulations, guidelines, criteria pertaining to title I
3. State title I regulations and guidelines
4. The LEA's current title I application and past applications and evaluations
5. Any other information the council members may need to perform their duties effectively.

Membership of a Parent Council

Title I regulations include three provisions affecting the membership of a parent council. They are:

1. Parents of educationally deprived children residing in attendance areas which are to be served by the title I project must constitute more than a simple majority of the membership.
   a. Although parents employed by the LEA may serve on the council, they may not be counted as part of the "more than a simple majority."
   b. While the child of such a parent need not be receiving title I services, he must be eligible to receive such services.
2. Parents must be representative of the children to be served, including private school children, and of the attendance areas where title I projects operate.

3. If a preexisting group is converted to a parent council, its membership must meet the above criteria to operate.

The first requirement means that the number of parents on a council must be equal to a majority plus one. The following examples will illustrate this point.

Council size	*Required parents*
10	7
11	7
13	8
21	12
29	16
35	19

While the second requirement does not set any percentage or number figures, it does prevent the exclusion of parents from a specific minority group, geographic area, or the private school sector.

Beyond these regulations, the selection of council members, unless governed by State guidelines, is left to the discretion of the local school districts. Several school districts held elections in target area schools, with the school representatives serving on the districtwide council. Such an arrangement facilitates school-home communications. Other districts appoint council members. The New Orleans school system, in cooperation with the local Model Cities project, conducted a survey to determine which parents would be interested in serving on a school advisory council and what other school activities they might like to take part in.

Whatever method of selection is used, the LEA must actively recruit council members. The usual channels of communication, such as letters home and newspaper announcements, may not reach the parents and attract their interest. In addition, school officials should use home visits, radio and TV appeals, and notices in neighborhood shops, churches, and recreation halls to solicit parental involvement. The LEA should also provide the council with a list of the names and addresses of parents residing in the project area so they can assist in the recruitment effort.

Many parent councils include representatives of the school district staff, the community action agency, and nonpublic schools. Other groups whose representatives might serve on the council are civic, business, religious, and civil rights organizations; public health and welfare agencies; and students. If students participate, they should be juniors or seniors in high school.

If nonparents begin to dominate a parent council, the LEA should seriously consider limiting their membership to a nonvoting status. The parent council in Wilmington, Del., identified social agencies and community groups with a special concern for the target population. They invited representatives from these groups to serve on the council.

Training of Parent Council Members

Since title I is a complicated program, with three sets of amendments, three sets of regulations, and more than 70 Federal program guides, as well as

State guidelines and policies, it is essential that the LEA plan a training program for parent council members. The training should include the basic requirements of title I, both Federal and State, an indepth view of local title I projects and organizational structure, and an introduction to the logistics of committee operations.

Since one of the primary goals of parental involvement is a closer working relationship between parents and educators, planners should involve teachers and district staff members in some of the training sessions. This will give council members an opportunity to meet some of the officials they will be working with and also provide for an exchange of ideas. Although outside consultants may be needed, the LEA should make use of all local resources, including teachers, school board members, target area parents already involved in the school program, and other community members.

Training should be a long-term, ongoing process. Some school districts will have a greater degree of parental involvement than others and will need less training for council members. However, the need for training should be constantly reviewed. It is impossible for a parent council to review and make recommendations for a new remedial reading program if the members do not understand the individualized instruction or programed materials techniques that may be utilized.

The planning of all training sessions should consider the participants. Choose the best time and place for council members. For instance, if a school atmosphere hinders open discussion, occasionally schedule a session where parents may feel more comfortable.

Organization of the Parent Council

Like any other formally constituted group, the parent council must have an organizational structure. The members themselves should decide the kind and number of officers and committees they need.

While many types of organizational structures exist, the council may choose to consider the following as a minimum plan:

1. Chairman
2. Assistant or cochairman
3. Recording secretary
4. Committee chairmen in such areas as:
   a. Training
   b. Parental involvement activities
   c. Data collection
   d. Evaluation
5. Parliamentarian.

Ideally, the council chairman should not be an employee of the LEA.

Some councils may find it necessary to establish subcommittees to become very familiar with certain aspects of title I, i.e., needs assessment. In some instances, only council members serve on the subcommittees. In Wilmington the subcommittees are chaired by council members, but participation is open to other parents.

After members have agreed on some type of structure, they should consider the formulation of by-laws, the tenure and replacement of members, attendance requirements, and the frequency and length of meetings. *Robert's*

Rules of Order may serve as a useful resource document in determining the rules and procedures of the council.

Support Needs of the Parent Council

The most important need of the council is information. As mentioned earlier, the LEA must provide each council member with the information he needs to function effectively. In addition to the general types of information cited, more specific information might include:

1. Data on the LEA as a system:
   a. Structure and organization of the school system
   b. Selection and recruitment standards for school personnel
   c. School budget
2. Citizen involvement in other programs such as Model Cities and Head Start
3. The decisionmaking process in the school system
4. The local community as viewed socially and economically
5. Purpose and history of the program in question
6. Laws and regulations (Federal, State, and local) which affect the program
7. Past project applications and their evaluations
8. Current project applications
9. Future plans for the program
10. Description of the planning process, including the time schedule
11. Data concerning needs of the children.

In reference to title I, the parent council should know:

1. How title I children and schools are identified
2. Numbers of title I children and schools and their needs
3. Priority listing of needs
4. Alternate approaches to meeting those needs
5. Other programs (Federal, State, local) which can be used to help title I children
6. Type and number of personnel needed.
7. Facilities, supplies, and material available and needed
8. Budget requirements for the program.

Some of this information should logically be presented in training sessions to allow council members to ask questions and give them an opportunity to identify school officials with certain functions.

Other support needs will seem more mundane. The council will need a convenient meeting place. It may require secretarial assistance or translators for non-English-speaking parents on occasion. The LEA should be ready to provide staff support to the council when asked.

In some instances, the support need will take the form of a financial expenditure. Examples of items which can be paid for out of title I funds are: Tuition and registration fees for workshops and conferences; the cost of providing meeting facilities, equipment, and supplies; and expenses incurred by the LEA in connection with visits by parents to title I schools. Title I funds may also be used to defray expenses incurred by parent council members while involved in council activities. Such expenses could include trans-

portation costs to and from council meetings, babysitting fees, and direct expenses incurred while visiting title I programs.

Reimbursement for loss of work to attend meetings is not an allowable expenditure from title I funds. Membership on a parent council should not be equated with or allowed to become a substitute for regular employment.

In justifying the expenditure of title I money for parent councils, the basic consideration should be the facilitation of proper functioning of the group and the avoidance of hardships that would otherwise be imposed on members of the council if the proposed expenditures were not authorized. Any expenditure of title I funds must be included in an approved budget, and proper documentation must be available to justify each expenditure.

As parents become more actively involved in the school system, they may expand their own functions. At such times, the use of title I funds should be carefully scrutinized. However, a number of parent groups—in Oakland and Chicago, for example—make use of State funds and Federal monies from Model Cities, Adult Basic Education, and other programs to finance a large variety of parent activities. These include consumer education, counseling, tutoring for high school equivalency tests, organizing block clubs to discuss community problems, and arts and crafts.

Evaluation of the Parent Council

Since the parent council is a new activity in most school districts, it is important that its success—or failure— be evaluated after each full year of operation. This evaluation should involve school officials, council members, and other parents and community members.

The effectiveness of the parent council should be tested against predetermined goals. What was it meant to accomplish? Did it succeed? How much of a voice did council members have in the formulation of title I projects, the assessment of the needs of the target population, and the actual operation of the project? How effective was the council in promoting involvement of other parents in the school system? What has the community response to the council been?

Where weaknesses are noted, evaluators should attempt to pinpoint the cause. Did the council receive adequate support from the LEA? Were council members committed to the concept of parental involvement? Did the council seek help when needed? Did school officials listen to the suggestions and comments of the council? Did parent members take an active part in council proceedings?

Such an evaluation will enable the council, assisted by the LEA, to change its procedures where needed or request additional help.

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